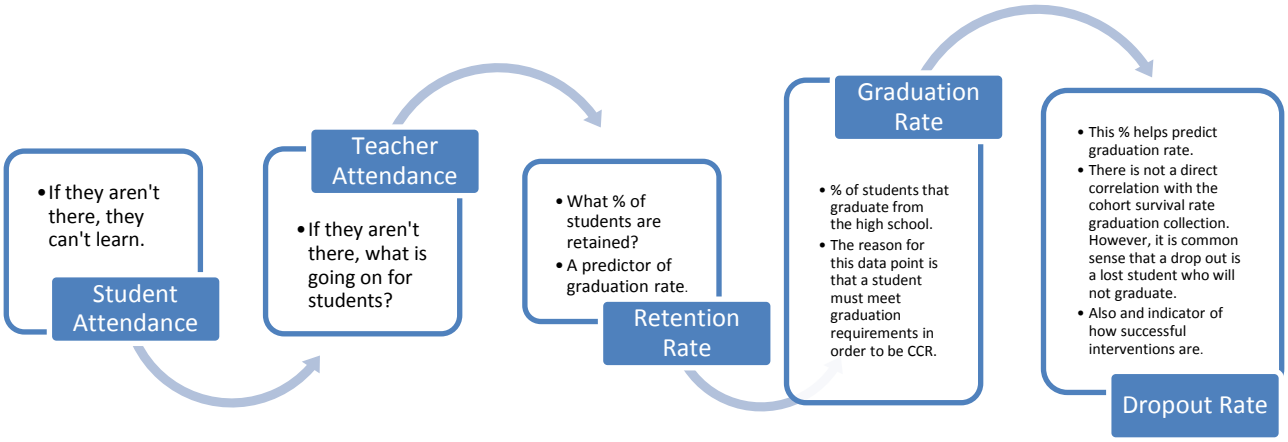
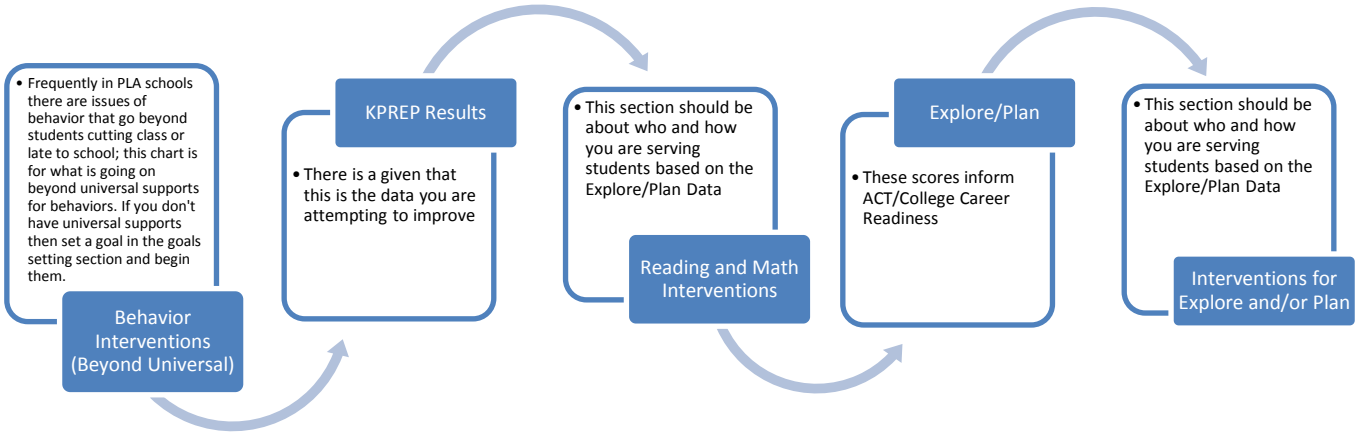
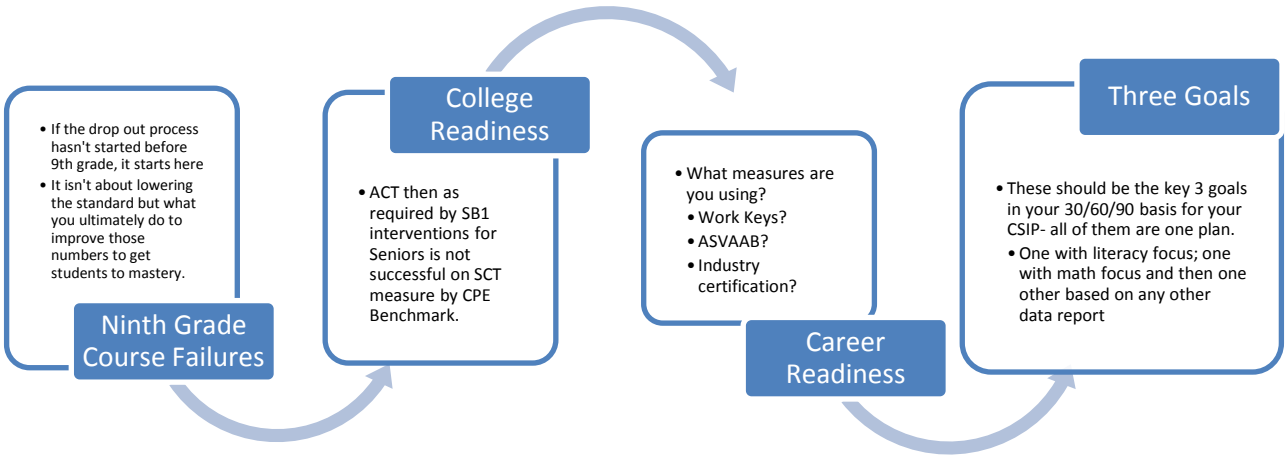
Key Education Recovery Tools to Use for Addressing Issues/Concerns/Progress

1

Quarterly Report: The purpose of the quarterly report is to provide an update on where the specific school and/or district is on a set of key indicators







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2

The 30/60/90 Day Plan (CSIP)

This is foundational to having common communication in the work. After a needs assessment (Tell Survey, Student Data, Any Audits you have had, Community Survey Data) determine 3 key things you are going to make consistently better by building repeatable processes for students. Examples of these "Big Rocks" are Academic Focus, School Culture and Data Use, but there could be many others. It is called a 30/60/90 day plan because the review of the processes and information must be built in such a way that it can be monitored every 30 days. It is not something else to do….it is the work. We will be transitioning to use ASSIST for this work. Your action plans will most likely be more detailed than required in ASSIST in order to get the work done. This is the best communication tool you have and should be collaboratively built based on the data.

3

A Continuous Improvement Progress Review Instrument for Education Recovery Teams in Kentucky and the Schools with which They Work

The purpose of this document is to determine where the school and Education Recovery Processes are at particular points in time. Based on the 7 categories of a high performing system/aligned with Unbridled learning in Kentucky the indicators allow the school leadership and ER team to determine in which areas of process they need to improve. This document should be used twice a year to show implementation of the work.

4

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The Green Sheet- The Basic Toolkit	Data Questions	Based on Edie Holcomb's work, the data questions are an unemotional way to review data and information to inform decision making. They can be applied to any kind of data or information.
	DuFour Questions plus one	These questions are a holistic way of looking at the key core processes of curriculum, instruction, assessment and determining what needs to happen next.
	PIA or PDSA	These are steps in an improvement process. They align directly with Category 6 of the review rubric and are about making processes better. It can be used to start from scratch to build a process or to improve a process already in place.
	The 7 Categories of a high performing system	Based on the Baldrige Criteria for Performance Excellence, the theory behind this management approach is that usually when something goes right or wrong it is because a piece of the system needs to be fixed, but we tend to blame people and start over when a review of data and an improvement process could fix it.

5

Team Systems Check (optional)

This is a tool that helps a team look at how it is working for effectiveness. It is also based on the 7 categories.

6

State Technology

CIITS	• To access data, curriculum, plans, PD
ASSIST	• For needs assessment and building improvement plans
Open House	• Where all the data resides
Infinite Campus	• Where student data is and reports can be generated
Career Cruising	• Linked to IC, it is where the ILP resides
Persistence to Graduation Tool	•An application in Infinite Campus that ranks students based on risk factos and then provides links to tools that can address the risk factors. Awesome diagnostic and support tool. •Take a look at it (all grade levels): http://www.education.ky.gov/kde/instructional+resources/college+career+readiness+for+all/persistence+to+graduation+toolkit.htm

7

Quality Tools (there are tons of them, but we will start with one): **Plus Delta** (explained on next page)

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Plus/Delta

What is it?

It is any size sheet of paper on which is a big "†" cross. On the left of the "†" is a "+" plus sign and on the right of the "†" is a "Δ" delta sign.

How does it work and who is responsible?

The leader of the group or his/her designee is responsible and gives sticky notes to participants asking them to reflect on a particular issue, process, or event, etc. One thought should be put on each sticky note and determination if it is a plus or a delta should be made. Then participants put the items on the t chart in the appropriate column. A variation is to do this together aloud with a recorder. For this to work well, there should be no editorial comment on any plus or delta as they are being assembled. Another variation is to ask participants to prepare sticky notes ahead of the meeting and put them on the chart as participants arrive.

What is the purpose?

1. To have everyone consider what went well (plus) or what could be changed (delta) to improve the processes in the learning, or in the meeting, or in the process under review
2. To review a project eliciting comments from anyone who wishes to give comment
3. To open communication
4. To improve the process

Things to remember:

Plus/Deltas are to be used to help make change. Some people will consider their thoughts "delta" while others think the same thought is a "plus". It could be listed in both columns. The person writing the plus/delta writes what is said. IMPERATIVE that the deltas be used to actually improve the process and that participants are reminded when their deltas are used in process improvement.

IT'S A GREAT TOOL FOR CLASSROOM TEACHERS TO ENGAGE STUDENTS, TOO!